

Viewpoints



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Social Studies and the Common Core



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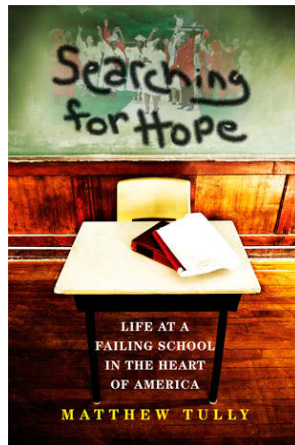
Changes and **Challenges**

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President's Letter

The news from the Department of Education has not always been uplifting for the last few years, but the adoption of the Common Core State Standards (CCSS) and the Indiana's waiver from NCLB is actually good news for social studies teachers. The new standards and the waiver free up teachers to create exciting, authentic and meaningful curriculum using the common core standards in English to accomplish our goals, but only if we step up and use this moment to work with other teachers and administrators to meet the standards through great social studies curriculum and assessments.

As you know, the old standards were too specific and too numerous to effectively teach. The old standards forced teachers into a corner and they often tried to lecture and test their way out.

Over the next two years, Indiana will transition to the new systems and districts will adopt new teacher evaluation systems. Now, with the common core, teachers are liberated from the factoid based assessments of the ISTEP and can finally do what we know are best practices. The CCSS includes a great deal for us to work with from original documents to historical understanding and civic engagement.

Please take the time this summer to check out the new standards at www.corestandards.org and begin thinking about ways that you can

collaborate and meet the standards. Then please get involved with your district leaders and help them implement the new standards in ways that will enhance learning and citizenship education.

Michael L. Boucher Jr.
ICSS President

Editor's Note: In 2012-2013 IDOE says teachers will teach Indiana Standards plus CCSS. In 2013-2014 IDOE says teachers will teach CCSS plus Indian Standards.

President Elect's Letter

The future of the field of education is a two-edged sword. On the one hand, it is fraught with new rules, regulations, expectations, evaluations and unknowns as we are held accountable for a myriad of factors, some of which are beyond our control. On the other hand, we have at our disposal, at our fingertips, more information and technology than ever before. We can guide, entice and challenge our students through a veritable smorgasbord of knowledge, global data, international viewpoints, examinations of the past, present and future

possibilities, and much, much more in order to create graduates who are literate, educated, thinking, active citizens. It is an exciting time to be teaching in the field of Social Studies! While we are faced with higher bars and continued change, I am very excited about what I am able to provide my students as together we continue to learn and grow.

I just finished Colin Powell's book *It Worked for Me in Life and Leadership*. It was incredibly inspirational, and, I believe, highly applicable to teachers. I'd like to share a few of the highlights. Powell begins with a chapter detailing his Thirteen Rules. I think they are powerful. My mission as a classroom teacher has many responsibilities that may not be as demanding or far reaching as what Powell had to deal with as a General and as the Secretary of State, but these rules are applicable in my mission as (I hope) a highly effective teacher.

1. It ain't as bad as you think. It will look better in the morning.
2. Get mad, then get over it.
3. Avoid having your ego so close to your position that when your position fails, your ego goes with it.
4. It can be done.
5. Be careful what you choose. You may get it.
6. Don't let adverse facts stand in the way of a good decision.

7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take counsel of your fears or naysayers.
13. Perpetual optimism is a force multiplier.

Pretty simple. Very wise. I'm posting these next to my desk.

The chapter on "Busy Bastards" is an encouragement to work on a balance between personal and professional life. I have to admit that I am one of "those." I can't exactly post "Don't be a busy bastard" next to my desk...but I AM going to work on it. I figure if someone at his level of leadership can have a balanced life most of the time, I can do it, too, if I so choose.

I take comfort in his words of advice regarding all of the demands with which we are faced that seem to have little to do with the important mission which is training, or in our case, teaching.

"Doing your best for your boss doesn't mean you will always like or approve of what he wanted you to do; there will be times when you will have very different priorities from his. In the military, your

superiors may have very different ideas than you do about what should be your most important mission. In some of my units my superiors put an intense focus on reenlistment rates, AWOL rate, and saving bonds participation. Most of us down below would have preferred to keep our primary focus on training. Sure, those management priorities were important in principal, but they often seemed in practice to be distractions from our real work. **I never tried to fight my superiors' priorities. Instead I worked hard to accomplish the tasks they set as quickly and decisively as I could. The sooner I could satisfy my superiors, the sooner they would stop bugging me about them, and the quicker I could move on to my own priorities. Always give the king his due first."**

The emphasis in **bold** is mine. During the last three years I have followed the politics of education in Indiana, attended IDOE public meetings, teacher rallies, and written my State Representative and Senator. I have stayed informed and made my views known. The political process has determined our directions. So once the rules are set, I follow the rules. I've learned that if I do what I'm supposed to do (as defined by my principal and school corporation), and if make them look good, then I have been able to do pretty much exactly what I wanted to do in my classroom and extra-curricular activities. For

someone who doesn't like being told what to do, this is how I get to do what I want to do.

This is not an easy task, however. At every level, from the President to the classroom teachers, we all say "it's all about the students, students first," or some such variation. And then...and then we are all faced with the continual paperwork, data, item analyses, comparison of scores, etc. It really IS and SHOULD BE about the students. At a family gathering last night which included a second grade teacher, middle school music teacher, retired P.E., Health and Biology teacher and me, ranging in age from 26 to 56, we spent some time "assessing" the state of education in Indiana. We complained. We vented, and we talked about the future. But in the end, we all agreed that we LOVE working with the kids. It really IS all about the students. Really. That's why we're there, and that's why we stay there.

The last chapter of "It Worked for Me" is entitled "It's All About the People." This provides my mantra for this summer in preparation of another school year. There Powell quotes Admiral Hyman G. Rickover, father of the nuclear Navy from a speech during a promotion ceremony in the 1970s in Washington.

“Organizations don’t get things done. Plans and programs don’t get things done. Only people get things done. Organizations, plans, and programs either help or hinder people.”

When the new school year begins, I will be ready to get things done. But I can’t do it alone. I will do it with the help of a great team of colleagues and administrators and the extended network of the Indiana Council for the Social Studies. ICSS is an organization that helps people. ICSS is stronger than ever and poised for another great school year. Outreach via our website (www.indianasocialstudies.net), our Facebook group page, the IDOE Learning Connections ICSS subject area groups (<https://learningconnection.doe.in.gov>), and an exciting conference on November 2nd, we can help social studies teachers be ready for another great school year. I look forward to working with you in the coming school year.

Susan Tomlinson
ICSS President Elect

Past President's Letter

I have completed days eight, nine, and ten in Indiana's first cohort of teachers undergoing training in Reading Apprenticeship. I finished on a Friday knowing that the next Monday the second cohort would start its ten days of training at Avon, Indiana. As a social studies professional, the idea of a new group of social studies teacher trained to bring these strategies into their classrooms excites me.

While reading apprenticeship is about literacy, it is so important to social studies in the new era of the Common Core State Standards. Those of us who have read the CCSS know that they are asking us to take seriously the indicators that have previously existed in the standard that deals with historical inquiry or with research and critical thinking in our existing Indiana Standards for Social Studies. CCSS is also asking us to teach in a different way. We are now expected to place history inquiry/research and higher order learning at the center of our instruction and achieve student mastery of these skills through the appropriate and

judicious use of the content found in the remaining standards of each course.

For those of us who have not taught for thirty some years, this is a new approach. Those who experience the “New Social Studies” have had previous experience with this basic idea. Both groups of social studies teachers know this approach will require considerable attention to the learning processes of our students especially when it come to the use of language as a tool for learning. Understanding text – deep, serious text – is at the heart of the CCSS. So too, is reading, explaining, evaluating, and developing well-reasoned argumentation. One should keep in mind that persuasive writing and argumentation in writing are two separate genres. The former works through appeals to emotion and authority. At its worst, it is blatant propaganda. Argumentation is founded on evidence and logic. It requires reasons for ones positions -- reasons that can be defended. Argumentation is the second major item at the heart of the CCSS.

Reading for understanding is essential if students are to be successful in engaging sophisticated text along with

understanding and evaluating argumentation. Reading Apprenticeship provides teachers with the theoretical framework and the research-based strategies to first develop students' comprehension of increasingly difficult text and then allow students to deconstruct, assess, and evaluate argumentation in professional text. We have long talked about teaching history where students are historians. We have often failed when we attempted to do so.

From the Reading Apprenticeship training it has become clear to me we have often failed because we, the social studies teachers, have failed to assume the responsibility to showing our students how to deal with the types of text they encounter in our classrooms during instruction. Gifted and some above average students succeed by figuring out how to do what we want of them. Others are bewildered, confused, frustrated and ultimately often become confirmed defeatists when it comes to “engaging text and rigorous social studies instruction.”

The theoretical framework of Reading Apprenticeship guides social studies teachers as they prepare to teach engaging social

studies. The strategies one learns, or perfects, allow teachers to work with students starting where they are and bringing them to higher levels of intellectual performance. CCSS is now demanding all teachers do exactly that in their classroom beginning with the 2012-2013 academic year.

Although the second cohort has now been formed, it appears clear to me based on the success we are seeing in the classrooms of the first cohort that a third cohort will soon be in the offing. If the option to be part of Reading Apprenticeship comes to your school, I urge you mightily to seize the opportunity. You will learn Reading Apprenticeship within the context of teaching social studies. All examples, exercises, and explorations within the workshop will be strictly within the area of social studies. You will walk away from the first five days shocked by what you have learned and eager to put it into action within your classroom.

Because of the context within which the Reading Apprenticeship was taught, I would rank it some of the BEST professional development I have ever received in my career as a social studies teacher.

Barbara Burdge
Past President, ICSS

Editor's Note: This letter was written after Barbara Burdge wrote the article in this journal on Reading Apprenticeship and teaching history.

Vice President's Letter

Hollywood has Oscar. Television has Emmy. Stage has the Tony. Education now has the Bammy. The Indiana Council for the Social Studies also has awards, awards for the best social studies teachers in Indiana education. Ours are perhaps a little smaller and do not come with a red carpet or an after awards party. We still consider them equally important.

As with each of the academies above, we turn to you, our members, as we seek nominations for these awards. Please take the time to go to the Indiana Council for the Social Studies website (www.indianasocialstudies.net) to see the categories in which we will be giving awards. Think of your colleagues. Think of social studies teachers you know who are making a real difference in social studies education in Indiana.

In a world of endless criticism of teachers and our educational system, it is time to pause and recognize all that goes right, all of those who do an outstanding job often against circumstances that are less than ideal. It is time to recognize success. It is time to

celebrate good teachers. It is time to show that we do make a difference every day. It is time to let our colleagues know we see and appreciate what they are doing for students and our profession. When we stand behind good teachers, allowing them to ply their craft, they not only touch the lives of students they build real wealth in our communities. They are the frontline managers of human capital for our businesses, services and organizations. Shaping critical thinkers, responsible citizens and positive attitudes is our countries best economic plan for generations to come – we are a real, measurable investment, which multiplies in myriad positive ways.

I urge you to take the time to nominate that worthy professional you know in your school or your professional life. Put them up for an ICSS award and join us on 2 November at the ICSS fall conference for the awards ceremony.

Eric Heagy
Vice President, Indiana Council for the Social Studies

Director of Communications Letter

Doing more with less. That's the primary theme our political masters have set for us in education. It is closely followed by the theme of increased quality (read higher test scores) and increased quantity (read increased numbers of graduates). While these are not egregious requests, they are very factory model in nature. They reflect the industrial era focus on cutting costs while increasing production and raising quality.

It is accepted that we have moved beyond the economy of the industrial revolution. We have heard much of the new era of service, the information age and the new information worker. First, we heard how Americans would have to reorient their career thinking to knowledge work. Now we are learning that prediction was rather wide of the mark as we watch the outsourcing of knowledge jobs. Engineering work and now even low-level legal work is being sent to India. American businesses seeking to ever lower their costs can find workers anywhere around the world as long as the Internet will carry the business

traffic. Outsourcing has even reached the legal profession with basic research; writing, reading and reviewing contracts, and some of the things once relegated to a paralegal or beginning attorney going instead to lawyers in India or other English speaking and English law countries. Of course the product is reviewed and finalized by a U.S. attorney, but most of the billable hours are done abroad.

We are seeing some of this in education. More and more as we become a test qualifying country, the test prep business is outsourcing tutoring, private remediation, and test preparation to individuals overseas. Some of the companies that have become deeply involved in the “education business” are also outsourcing. Australian Rupert Murdoch’s News Corp has decided the next profitable frontier is the “education business.” They hired former New York City schools chancellor, Joel Kline, as the point man for this venture. Their objective is to be the largest education business in the world. Other companies believe they may have something to say about that.

Three questions come to mind as I think of this trend. The first is what does this trend mean for American teachers? The second is what does this trend mean for American students when they begin to think about school as a preparation for careers? Finally, there is the question of what does it mean to potentially outsource American civic education? I'd like to focus on the last question.

I have to say, when it comes to civic education I see a real line between having it done in the United States and outsourcing it to Ireland, Romania, India, Mexico or even Canada. It would indeed be a new low level if we decided we would "save money" by having "qualified" individuals teach young Americans to be American citizens. We have everything invested in the civic virtue of our citizenry whether we want to acknowledge it or not. The economy is not the Republic. The citizenry is the Republic and our citizens are the economy. They are also our nation's future. When we invest in citizens and citizenship, we invest in everything. However, in the accountant centered view of our national existence, civic education is not something that registers on the balance sheet much less shows an acceptable return on investment.

If we accept the accountant's view, civic education is the first thing we should eliminate if not outsource. We will not eliminate civic education because values also count alongside accounting. However, we appear more and more willing to give control of critical components of our society to those who have no social connection with them.

Chemistry, physics, biology, and mathematics are international. The values and ideologies that found American civic life are uniquely American. These are not matters that can be entrusted to cost cutting measures positioned around the world offered by News Corp or other "educational businesses." Former Speaker of the House, Tip O'Neal once said, "all politics is local." If this is true, as I believe it is, then civic education is also local and it is the parents, the community, and the local social studies teacher who are best qualified, regardless of seeming quick saving, to perform the task of civil education to the level needed in order to ensure the maintenance of the Republic. In a time when governors are telling us that intellectual pursuits, which do not directly and dramatically impact the balance sheet are wastes of human

capital, unacceptable because they do not adequately earn a return for the state in taxes, and luxuries unworthy of support from private dollars, social studies teachers must help students and the community as a whole understand the importance of intangibles to our way of life and our Republic.

H. Robert Brady
Director of Communications, ICSS

New Publications for a New Era

By the ICSS Board of Directors

During the last several meetings of the Indiana Council for the Social Studies Board of Directors, the Directors have held extensive conversations about the publications policies of ICSS. These conversations have resulted in considerable changes to the way ICSS publishes information, what types of information we seek to publish, and how we deliver information to the public and to our members.

In a digital age of quick, if not instantaneous information, it has become essential that ICSS shift more and more of its publishing to an electronic format. During this year, we will attempt to complete that transformation.

We have revised the structure of the ICSS website and upgraded its capabilities through the use of Wild Apricot. During the year we will be working to make certain that we can leverage all of the capabilities of this

website system for the advantage of our membership. This includes creating a members only section of the web that will allow us to provide valuable information and services to our members.

We have also tried to become very active on our Facebook page. Here, we have attempted to quickly provide access to social studies resources and make members aware of different items of instructional technology that may be of assistance to them in their classrooms. It is also a space for teachers to share experiences, ask questions,

and even share lessons if they wish.

We realize that some teachers are limited by school district policies in their ability to use Facebook. However, there are many members who are not facing such limitations and are not currently members of the ICSS Facebook page. We urge you to join our Facebook page to get the latest news in the quickest manner possible. Go to <https://www.facebook.com/groups/24165379843/> and submit a request to join. We'll gladly approve you as quickly as possible.

In April, the ICSS Board voted to not continue its association with the *International Journal of Social Education*. Two more issues of *IJSE* in process will come out with the ICSS affiliation on the masthead and with ICSS fiscal support. These two issues will be provided to the ICSS membership. *IJSE* continues as a Ball State University journal with a focus on international social education/social studies education at essentially a higher education level. Since ICSS members are predominantly public school teachers, the match between

the mission of *IJSE* and the needs of ICSS members did not seem one that represented the best use of our limited publication resources.

From this perspective, the Board of Directors has chosen to re-envision the organization's array of publications. ***Viewpoints*, the ICSS newsletter is now envisioned as the ICSS open journal, an electronic journal focused on issues in the social studies and classroom social studies instruction.** ICSS members and members of the Academy interested in classroom

instruction or issues in social studies are invited to submit articles to *Viewpoints*.

Starting with this issue, the electronic version of *Viewpoints* is being formatted for screen reading. Hopefully, this issue will display full page by full page on your computer screen. Pages in *Viewpoints* you might want to print, such as lesson plans or forms, will be formatted to letter size paper so you can have them easily available on your desk. Starting in 2013, distribution of *Viewpoints* will be restricted to members only.

The Board of Directors has also created a new publication *Matters of Note in the Social Studies Classroom*. This publication is an electronic notification of professional development opportunities, a collection and restating of resources posted on the Facebook page, and notification of policies under consideration or being implemented by the Indiana Department of Education in the area of social studies. *Matters of Note* is distributed free to every social studies teacher in Indiana via the ICSS electronic outlets.

The Board of Directors discussed for a year the role of ICSS in promoting professional development for Indiana social studies teachers. ICSS is committed first to being a source of professional development for its members, ascertaining and seeking to meet their needs when it comes to providing world class social studies instruction. The ICSS Fall Conference on 2 November 2012 provides members with the opportunity to attend sessions on various aspects of social studies for elementary and secondary teacher while offering PGP for the professional development

teachers receive. Sessions on elementary social studies, ISTEP+ testing, history, economics, government, sociology, and instructional technology in social studies will be available to those attending.

ICSS has created communities on the IDOE Learning Connection in which teachers can share lessons and resources and to which it will begin to provide materials and resources for teachers.

Members of ICSS have been working with issues such as teaching in the 1:1 computer classroom, the design and

structure of teacher made e-materials in social studies, and ways in which Open Educational Resources can be brought into classrooms. The results of all these experiments and pilot programs will be shared with teachers in each of the appropriate grade level classes through the Learning Connection.

Through the use of other electronic distribution portals, ICSS will also share units and resources. We are looking toward creating a Google + presence. Our Director of Communications has created an account on

Rose Hulman's Prism Moodle system. This will allow us to create online course materials that will be available to Indiana social studies teachers through their use of the Prism system.

For those short and sweet announcements, ICSS will be establishing a Twitter account.

With your feedback and assistance in the year ahead we hope to complete the process of creating a 21st century system of publication that is both effective, timely, and of immediate value to you, our members.

Common Core Curriculum Changes Are Nothing New

By James E. Calabro
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It appears national and state officials are suggesting another revision to the wheel with the full implementation of the Common Core Standards set to take place in Indiana in 2014. Some critics see the implementation of a common curriculum across state borders as a foreboding step towards a nationalized curriculum and the end to teacher innovation as we

know it. While I certainly feel for my fellow educators for whom the implementation of the Common Core State Standards will affect the most, a cursory look at the new Common Core Standards for Social Studies reveals nothing new. For Social Studies education teachers, the Common Core State Standards set goals in reading and writing that should already have been established. While some ideas present in the Common Core standards are laudable, at its heart it changes absolutely nothing.

In 1831 Alexis de Tocqueville, a visiting French aristocrat to the United States, asked an

American sailor why American ships were constructed to last only a few years before being replaced by new ones. The sailor quickly responded that navigation was developing so quickly that even the “finest ship would soon outlive its usefulness if it extended its life more than a few years.” This can be seen today, as both Democrats and Republicans want to use American education as a political football. Each party wants to put its mark on education by touting the latest reforms and innovations. While the Common Core curriculum is an initiative surpassing state and political borders, it’s merely identifying what educators have

known all along – a focus on reading, writing, and arithmetic is the key to educational success.

In the social studies classroom, Common Core addresses the sub-standard level of reading and writing among our nation’s youth. For 21st century students, not reading has become easier than ever even though reading comprehension skills are one of the best parameters in predicting academic achievement. Summarized, Common Core calls upon students to evaluate pieces of historical literature and express their opinions and ideas with clarity. Again, these are not new or revolutionary

ideas in education, but instead a recognition that stressing a rigorous, innovative curriculum heavy in reading and writing is the key to unlocking student achievement.

The idea that Common Core will halt teacher innovation undermines the intellectual depth and creativity of teachers and is the most scathing criticism of all. It fails to take into account the creative solutions teachers must make every day often with no prior warning. If anything, the Core Curriculum provides the autonomy necessary for social studies teachers to develop and accommodate their individual

teaching style alongside the learning styles of their students.

As with anything, the best and worst parts of the Core Curriculum will be deleted or kept as it is deemed necessary. However, I see no reason why newly graduated teachers need become too anxious about the upcoming changes. For those educators fresh out of college, the unexpected has been the only thing to expect. Whether or not the Core Curriculum will last as a permanent fixture of the American schoolroom is difficult to say. However, if Tocqueville's observations of the United States hold true for us today, educators will not

have long to wait in order to find out.

A History of Ineffectual History Instruction

H. Robert Brady

According to the National Assessment of Educational Progress, only 13% of American students are proficient in American history. Thirteen percent! This leads to two questions: Is American history important enough to worry

about teaching? If yes, what are we going to do about history instruction?

The last great try at answering this question was the federal Teaching American History grants, one of the programs of the late Senator Robert Byrd. With Byrd's passing, so too did the Teaching American History grant program. The last funds will be expended during the 2012-2013 academic year and will be provided only to existing and extended grants. Members of the House of Representatives attacked the Teaching American History grants as

singularly ineffective and inefficient, eliminating all further funding. At the same time, no one on either side said that the teaching of history in American schools was going well.

With TAH gone and the problem of poor performance by students in history continuing, what is there to be done?

We might begin by examining what passes for history instruction these days. First off, there are the textbooks.

The books are illustrative of what we have done in the last

twenty years in the teaching of history. Simplification of history by reducing it to a singular explanation of historical phenomena is paramount. Simplification means that there need be one single correct path through the history of the nation, usually the national rise to greatness. Conflicts between historians when it comes to important historical events are smoothed over by continuing to simplify until all controversy is removed.

Much history teaching is launched off the model set by the textbooks. For those teachers tied to the view a

history class without the textbook is impossible, the link between textbook quality and instructional quality is clear. Launching instruction from the textbook taints both the student experience and the teacher's approach, for the teacher needs to work around the textbook with all its shortcomings. The result is instruction that is fragmented as per the nature of the textbooks, and focused on "getting the story right." History instruction becomes something akin to the Ancient Greeks passing on the oral tradition of the *Iliad* and *Odyssey*.

The good student is the one who tells the story accurately with added points for entertainment value. Within the confines of this instructional tradition, students view history with the same dread they feel when faced with learning a 1500 page script for a play. How can they possibly remember all the individual sets of lines (fragments) and then get it in the right sequence (the expected answer)?

A step above this level of instruction is what one might call the narrative perspective of history instruction. This

perspective attacks the fragmentation so prevalent in textbooks and current low level historical thought by insisting history is a story. As a story, it acquires all the literary traits of narrative composition. Since humans seem naturally constructed to make meaning through narrative thinking, working with history as a narrative tale has powerful instructional advantages. The old California Framework for Social Studies used to remind teachers “history is a story well told.”

The first problem we tap into here is where do these stories

come from? Some historical narratives have come out of the blue, designed and told to promote patriotic thinking and fervor at various times in American history. Some historical narratives have come out of wishful thinking, designed to sooth the impact of traumatic historical events such as the South’s loss of the Civil War, some narratives have appeared as parables tied to political ambitions such as the historical narrative that the United States had to become involved in the Spanish American War to protect the Cubans from the Spanish.

The second problem associated with this instructional perspective is the question of whose story do we tell? It is from this perspective that the culture wars over the contents of history standards evolve. This is because the followers of this perspective see history as consisting of an official story such as the one former Secretary of Education William Bennett would have us teach.

Yet thinking about reality tells us that things are different. One has only to think of testimony in a criminal case or statements of

students about a fight to realize that two people seeing the same event often report it differently. And every attorney practicing in our courts knows that human eyewitness testimony is notoriously inaccurate. Two witnesses to the same event will often conflict one another over what a suspect was wearing, how tall he was or even the color of his hair. Which witness is telling the “official story of the crime?”

When one accepts this perspective, one sees fights about whose story will be told sometime degenerating into the intentional

combining of different narratives into what is supposed to be an amalgam. Since key figures, forces, conflicts, and plotlines of various narratives conflict, pouring them together in an amalgam does not produce a coherent narrative. This explains the confusing nature of some textual passages in textbooks as they try the impossible of combining the Union and Confederate perspective of the war in one sentence, or the isolationist and jingoist perspective of the Spanish American war in one sentence. Such fuzzy writing whether to avoid controversy or to “equally present all

perspectives together” does nothing for teaching history.

History as a narrative is prevalent in American society. It is often the core of what passes for contemporary history, and prevalently what is sold as popular history. Ken Burns, the filmmaker, said that his work was an attempt to tell the stories of the dead people appearing in each of his series. And when the Burns’ movies are viewed with a take it or leave it attitude or an uncritical eye, they are indeed the video graphic version of history as narrative. So are Michael

Wood's series such as *In Search of Troy* or *In the Footsteps of Alexander the Great*.

That Americans strongly like this narrative concept of history is evident from the fact that the most rapidly growing segment of fiction writing is historical fiction. Senior politician and supposed historian, Newt Gingrich, has yet to write a major work of history, but he has turned out pieces of fiction in with events such as the Confederacy winning the Battle of Gettysburg take place. Such works differ from what some have called

Explorative Alternative History in which historians seek to extrapolate what might have been the results of taking a different decision or an event resolving itself differently such as Lincoln not trying to keep the South in the Union or Hitler successfully invading Britain. These Alternate Histories are explorations of alternatives that either were not chosen or did not happen and their possible consequences, which are always ultimately weighted against the actual decision that was taken as part of evaluating the decision taken.

The Gingrich narrative is an example of wishful history fictionalized as entertainment, what could have been and from the writer's point of view should have been had justice been part of the historical process.

We have now seen two major perspectives of history instruction that prevail in our schools and some of the issues associated with each perspective. It should be added that these two perspectives share one critical trait: they push history onto the student. In one-way or another history is there and the one right totally

inclusive answer can be discerned. The well-performing student is the student who articulates that one correct all inclusive answer with verve and clarity.

This brings us about to the question of "what are the outcomes we expect of the well-performing students?" Should they do well on a huge inclusive multiple-choice text? Should they handle conflicting primary sources? Should they have at their immediate mental command large numbers of dates and public personages?

Or should the outcome of history instruction be that a student be able to do the academic job of an historian at a novice level? Outside the few remaining survey courses in history, university history departments generally consider acquiring and demonstrating a novice level of skills as an historian as the outcome of their classes. Displaying these skills is contextualized in terms of the historical content of a given class, but the job of historian remains the same regardless of whether it is Chinese history, European history, Canadian history, Mexican history, or United States

history. What would instruction and assessment look like if this were the learning outcome for our elementary and secondary history classes?

Proponents of the two perspectives above often view such an outcome as a fool's error. Students could not possibly do such academic work unless they are in the post-secondary academy. Others say such academic work is possible only for those in gifted and talented programs and selective elite secondary schools. This perspective is justified from all parts of the

ideological spectrum with a plethora of reasons. Academic jobs (historian, scientist, lawyer, doctor) are sociologically middle class labor constructs and are thus biased toward success for middle and upper class students and titanic struggles for the unwashed masses. Thus such an outcome is both unrealistic and non-egalitarian. Students do not have the background to begin doing something so abstractly academic. Students cannot communicate. Nothing in the past interests student so they will not do anything with the past. History beyond facts involves too many complex

ideas for students to grasp before adulthood. Similar rephrased objections would hardly convince me that students in elementary and certainly secondary school could not become novice blacksmiths, even though that job has all but ceased to exist.

All of these objections seem to me to address one problem. The fact that these instructional approaches, which seek to push history on students, are simply unable to achieve an outcome of making students acceptable novice historians. That fact alone does not seem sufficient to eliminate such an outcome

as a viable or desirable outcome.

What we are seeing here is that our privileged instructional approaches, products of the mass production industrial model, are inadequate for achieving the outcome of creating a novice historian. If we return to our extreme allegorical example, the blacksmith, we see a possible approach for creating an outcome centered on doing rather than reciting. That model is the time honored one of apprenticeship. It is the traditional way in which many learned their crafts and

even their professions. Smiths of all kinds have gone through apprenticeship with their training being specialized only to contextualize it. Goldsmiths working with gold; blacksmiths with iron, coppersmiths with copper, clockmakers with fine time pieces, and so forth.

Here again, there is reason to pause and take note. One hears frequently these days the idea of how credentialing will replace degrees. Some of this talk is associated with the idea that the university is a dead or dying institution. Yet when one listens carefully,

what one hears is that credentialing is hardly different from granting degrees. Both revolve around pushing a body of knowledge and often hopefully skills down on the learners, having them “learn” it and then display a behavior change that we will call learning. Old wine in new skins.

By contrast, apprenticeship learning begins with a relationship between the master and apprentice. The master brings an acknowledged skill set recognized because of the body of work the master has done. The masters also bring

knowledge of the world that gives meaning and explanation to the success of their skill set. Finally, the master brings a concern for the apprentice that focuses on the apprentice’s individualized development of the necessary skills set and explanatory knowledge.

If you want a person to do something – do history for example -- *teaching them to do it by having them do it* is in fact direct instruction. Teaching them *about doing it*, but not actually doing it or not doing it until the “test” is truly indirect instruction although many in the

educational business call it direct instruction because it provides carefully crafted instructions. Thus among those who practice “direct instruction” in the preach/teach mode, there is often the bitter complain, “Students just can’t follow instructions!”

While one can sympathize, one also can understand why students “don’t follow instructions.” Given a nice set of instructions on tying a complicated naval knot, one will likely do poorly. Does it follow that one has failed to follow instructions? Could it be that these “well-written

instructions” are still insufficient to achieve the production of the knot even if the learner can recite every step of the procedure in the correct sequence? *That is because doing provides a unique and powerful form of feedback to learners without which producing a product cannot be achieved.* The link between the action and the consequence in such learning is usually too immediate and too closely associated for learners to miss or dismiss it. In addition, seeing the consequence of an action often suggests ways in which subsequent actions can alter

the consequences in the direction desired.

A good apprenticeship instruction combines the doing with the abstract-academic structures behind what is done. One does not fail to learn the ideas, theories, propositions or explanations. One gains them in tandem with using them, thus deeply enriching personal meaning construction, which we like to call *understanding*. The “doing” also allows those learning to negotiate shared meanings through the dialogue around producing the product.

It has often become fashionable to call producing a product, especially an intellectual product, authentic assessment. What has been left wanting in describing authentic assessment is the fact that producing a product is doing and doing is usually best taught through a doing apprenticeship form of learning. Sad performances in authentic history assessments should first be critiqued via the question “were the students taught to do what they were required to do in the assessment or were they simply taught about the assessment or

simply taught the knowledge associated with the assessment? *Even in an era of such mass assessment of students there is an amazingly large gulf between instruction and assessment.* One thing is taught. Another is assessed. This is often true because it requires extremely sophisticated forms of assessment to assess what we say we want to have students learn and be able to do.

Belatedly, we get to the advent of the Common Core State Standards. Their strength is their acknowledgement that what learners can do is the

ultimate outcome of any learning experience formal or informal. Their weakness is their lack of attention to and direction about doing sincere assessment of what we actually want student to be able to do as a demonstration of real world learning.

Nevertheless, the Common Core State Standards represent an opportunity to move forward in social studies. We know what we want. We want students to have and use their intellectual skills and capacities to be active participatory citizens in our Republic. Now we need to talk about what these

outcomes mean for assessing student performance and for providing a citizenship apprenticeship.

Reading Apprenticeship and U.S. History Instruction

By Barbara Burdge & Robert Brady

Barbara Burdge:

This mid-July will complete a year for the first Reading Apprenticeship cohort sponsored by the Indiana Department of Education.

Called RAISE (not to be confused with the state evaluation): Reading Apprenticeship Improving Secondary Education, this program has worked directly with subject area teachers to provide them with a strong strategy-based approach to teaching reading comprehension within and as part of their subject area. The social studies component focused on history classes, particularly the 11th grade U.S. History classes.

Teachers learned a comprehensive approach to understanding literacy, creating a literacy program as

part of their course, and implementing it using proven literacy strategies. For teachers in my school corporation, the results have been significant.

Students have been put to engaging the texts they read rather than reading the words and moving on. The emphasis on text and engagement with the text has made the infusion of primary and secondary documents into teaching history successful. It has also been a significant boost to the use of discussion in the classroom. Engagement with the text is ultimately engagement with

the ideas in the text. These ideas are what we want to see our students questioning, critiquing, and discussing. I am happy to say that in my observations of classrooms as part of my job, I have seen these higher order thinking activities happening with greater frequency and increased sophistication.

I also saw the skills of Reading Apprenticeship employed this summer in my graduate class. We spent well over an hour, in fact closer to two hours, doing Think Aloud and Reading to the Text with the Gettysburg Address and Lincoln's Second Inaugural

Address. It was amazing to see what the process did for adults with a substantial background in American History, especially when the process was led by a first rate historical scholar.

The objectives of our Reading Apprenticeship in social studies have become the focus of Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano's *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. I actually find the combination of the two, Reading Apprenticeship and Reading Like a Historian to be exceedingly powerful.

Wineburg et al clearly and carefully present the reading tasks of historians and students of history. Reading Apprenticeship, however, provides the literacy theory and powerful proven literacy strategies that should be taught to students. Together they are a powerhouse combination.

Robert Brady:

I too am a part of the Reading Apprenticeship effort although not a participant in the graduate program at Ashland, Ohio nor a classroom teacher or observer. I can only echo

Barbara's experiences with Reading Apprenticeship. The focus and impact of the Reading Apprenticeship program are the focus I sought in social studies professional development as a former district Director of Social Studies and World Languages.

More than once, Barbara has heard me talk about what I saw as the virtues of the 1970s New Social Studies curriculum. This curriculum has a number of shortcomings that eventually lead to its demise. One was the fact that it was politically offensive to a segment of the

political spectrum. The other was that it set high goals, provided quality materials, but lacked a proven set of strategies for helping students be successful with the curriculum. Instruction depended almost exclusively on the discussion skills of the instructor and the ability of an instructor to work with guided discovery learning.

None of these, however, helped many students lacking the literacy skills to read and interact with the materials. Teaching literacy within the subject in this case history is the only way to make guided

discovery a viable option for all learners.

I would agree with Barbara that Reading Apprenticeship and Reading Like a Historian make a power pairing. However, I would add a third component. This one came to my attention, from Barbara no less, while I was director of my district's Teaching American History Grant.

As part of a TAH grant, the Wisconsin Historical Society and the University of Wisconsin at Madison created a program called *Thinking Like a Historian*. Thinking Like a Historian set out to

teach students the thinking patterns of historians. In addition to posing the regular questions such as how we know it set forward five general categories of questions historians pose when addressing historical questions and doing research. These categories: cause and effect, change and continuity, through their eyes, turning points, and using the past to understand the present, structure thousands of contextual questions we ask while doing history. The Thinking Like a Historian program teaches students what Jerome Brunner called the structure of the discipline:

the way in which a discipline is organized and the way its practitioners think and conduct research.

I see *Thinking Like A Historian*, *Reading Like a Historian* and the Reading Apprenticeship program coming together to remedy much of what was wrong with the New Social Studies. The New Social Studies provided the vision, the aim and goals, along with quality materials. The triad we have just discussed provided the strategies students need to acquire and employ to be successful with such a

dynamic curriculum as the New Social Studies.

Common Core is here. It is not *if*; it is not *when*; it is now **how** we are going to implement the Common Core State Standards. *Reading Apprenticeship* combined with *Reading Like a Historian* program and *Thinking Like a Historian* program offer one powerful approach to implementing the Common Core in social studies classroom. True social studies combined with true powerful informational literacy should have a high yield for our students.

Read more about it!

Thinking Like a Historian

<http://www.wisconsinhistory.org/ThinkingLikeaHistorian/>

This model was developed as part of a Teaching American History grant given to the Wisconsin Historical Society and the University of Wisconsin at Madison. The Wisconsin Historical Society publishes the instructional model and a Wisconsin history textbook employing the model.

Reading Like a Historian

<http://sheg.stanford.edu/?q=node/45>

This is the work done by Sam Winestein and his associates at Stanford University. They have published a book that helps teachers work with students to get them reading historical materials like a historian. A great deal of information is available on the program at the above Stanford web site.

Reading Apprenticeship

<http://www.wested.org/cs/ra/print/docs/ra/home.htm>

Reading Apprenticeship is a research-based program designed to increase content area literacy in core high school subject areas. That includes history/social studies. The program provides a researched model for the teaching of disciplinary literacy skills, strategies, and proven methods of teacher planning. Reading Apprenticeship is designed to be modified to operate in each of the major subject areas. social studies teachers are taught the strategies in the context of teaching social studies. Literacy becomes part of every social studies lesson

and the student's process of learning social studies.

Professional Development for You from ICSS

By Benjamin Lawson, Eric Heagy,
with Robert Brady

In keeping with the new ICSS, the Indiana Council for the Social Studies is working on providing professional development opportunities for social studies teachers in Indiana. First and foremost in

this effort is the ICSS annual conference. This year's conference focuses on Changes and Challenges in Indiana Social Studies. The conference will take place at the Crowne Plaza Union Station in Indianapolis on Friday 2 November 2012. It promises to be an exciting event for social studies teachers with a wide variety of sessions on ISTEP+ preparation, the new Common Cores State Standards, and various classroom instructional practices across the social studies subjects.

While we certainly want social studies teachers to come to the convention, have fun, and network, we also assuredly want them to have the opportunity to learn more about their profession. Our sessions are designed to provide serious professional development, and we will be offering PGPs to those attending. The conference is an opportunity to work on renewing your license in a pleasant, professional, and effective atmosphere. So plan to attend. Together, we can become a powerful advocate for citizenship education and the social studies in Indiana education.

We also want to extend further opportunities for social studies teachers to continue their professional development. Toward that end, the Indiana Council for the Social Studies is developing its first online professional development module. Hopefully, the module should be completed shortly after the start of the 2012-2013 academic year and will help social studies teachers prepare and deliver the state mandated election unit. The module will be made available to all teachers in the State of Indiana using Prism at Rose-Hulman

Institute of Technology. Prism is a Moodle learning site funded by a Lilly Grant, which provides opportunities for Indiana teachers and their students to create blended learning. Teachers can join Prism for free. As part of joining, they can use Prism to develop an online presence for themselves if their district lacks a learning management system of its own.

Prism will become the portal through which this election module and future professional development modules are offered to social studies teachers around the state. Once the election

module is established, operated, and evaluated, we will be able to prepare more professional development modules that will have PGPs attached to their completion. We will announce the availability of the election module on the ICSS website (www.indianasocialstudies.net) and on our Facebook page. As the election module development committee continues to work, they will also entertain suggestions for the development of future modules associated with PGPs. Please send your suggestions to socialstudiesbrady@gmail.com.

We know that many of you are working hard to balance the new state curriculum involving the Common Core State Standards, the demands to do more with less, the need to constantly integrate new instructional technologies, the slow, but inevitable, shift to digital resources in our classrooms, and the every changing needs of our students. We also know that you are working hard to make students fully aware of the importance and responsibilities associated with American citizenship. We want to assist you in these important tasks.

Sociology Lesson Plan: Reducing Crime and Prison Rates Sociology Lab

One approach to making Sociology relevant, interesting, and in line with the Core Curriculum Standards, is an examination of real life issues using up to date statistics and challenging students to deliberate, problem solve and work together to create solutions.

The following lesson is used for the chapter entitled *Social Control and Deviance*. Students are tasked with preparing a plan to be presented to the Governor that will suggest ways in which to prevent or reduce crime in Indiana, reduce recidivism, and reduce the number of people in prisons. It is a two and a half day activity and the student directions are produced in part below.

Reducing Crime and Prison Rates Sociology Lab The Governor Needs Your Help!

Indiana is a great place to live, but there are some numbers we would like to change. Our state prison population rose 5.3% in 2010, but 27 states experienced a drop in prison populations. It's time we looked at what others are doing and make recommendations for reducing crime, reducing recidivism and reducing our prison numbers. We need your help!

Governor Daniels and his team are looking to you and your team of sociological experts for help. Use the following links to gather information on innovative suggestions and programs used by other states for:

- preventing and reducing crime
- reducing recidivism, and
- reducing the number of people in prisons.

It is your task to:

1. Collect information and statistics (numbers, graphs, charts, data) to use to formulate what you believe would be a workable plan for Indiana for the three areas listed above.
2. Work with your team to create a plan for Indiana that will be presented to the Governor.
 - a. Divide your recommendations into three sections:
 - preventing and reducing crime
 - reducing recidivism, and
 - reducing the numbers of people in prisons(for all three sections address the problems, and provide innovative, workable ideas for solutions, and defend your ideas with examples from other states)
 - b. Make four slides or four 8 ½" x 11" printed or written/drawn pages of your plan that include:
 - bullet point steps or headings
 - graphs, charts, or numbers to illustrate the reasoning for your plan
 - c. Prepare a presentation of your plans and your ideas IN YOUR OWN WORDS, using notes from only one notecard or notecard-sized piece of paper Please don't read from a prepared statement or simply read from the slides.

Each group will be given 4 minutes to present their ideas.

Tips for Gathering Reliable Information

The Pew Center on the States is a reputable organization that conducts research and analyzes data that state and local governments utilize for examining issues and proposing solutions. The Center conducted a study on public safety that provides many reports that will assist you with your project. Begin with this link:

Public Safety Performance Project

<http://www.pewstates.org/projects/public-safety-performance-project-328068>

The High Cost of Corrections in America Infographic

<http://www.pewstates.org/research/data-visualizations/the-high-cost-of-corrections-in-america-infographic-85899397897>

The High Cost of Low Prison Terms

http://www.pewstates.org/uploadedFiles/PCS_Assets/2012/Prison_Time_Served.pdf

State of Recidivism: The Revolving Door of America's Prisons

<http://www.pewstates.org/research/reports/state-of-recidivism-85899377338>

The Impact of Hawaii's HOPE Program on Drug Use, Crime and recidivism

<http://www.pewstates.org/research/featured-collections/hawaiis-hope-program-85899376461>

The Impact of Arizona's Probation Reforms

<http://www.pewstates.org/research/analysis/the-impact-of-arizonas-probation-reforms-85899376505>

Georgia Public Safety Reforms

<http://www.pewstates.org/research/featured-collections/georgia-passes-public-safety-bill-85899383862>

Prison Count 2012

http://www.pewstates.org/uploadedFiles/PCS_Assets/2010/Pew_Prison_Count_2010.pdf

Prisoners in 2010

<http://bjs.ojp.usdoj.gov/content/pub/pdf/p10.pdf>

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Reconstruction

SHORTRIDGE

U.S. HISTORY

GERALD MCLEISH, ED.D., DIRECTOR OF SOCIAL STUDIES

What Happens When the Civil War Ends?

Everyone wanted to see an end to the American Civil War. Of course, only one side could win. All the effort during the war was put into winning. When the war is finally over, what will happen? Very few people gave any thought to what would happen when the war had ended.

SHORTRIDGE

8TH GRADE UNITED STATES HISTORY

IPS

SECTION 1

How Do You End a Civil War?

On the 9 April 1865, Generals Lee and Grant met at a village called Appomattox Courthouse. Lee was the ranking general in the Confederacy. Grant was the ranking general in the Union. By the 9 April 1865, it was clear the Confederacy had lost the Civil War. Lee arrived at the village to surrender himself and his army to Grant.

The Civil War lasted four years. It was long. It cost many lives. It split families. Some in a family fought for the South, the Confederacy. Some in the same family fought for the North, the Union. The war might be over in April 1865, but the hard feelings were not. Too many people had died. Each side could not forgive the other the next day. Nor would they forget and forgive in a week, a month, even a year. It would be 1898 before the major pain of the Civil War was over. Even today, hard feelings exist. Southerners often dislike Yankees.

Northerners are often not-too-fond of their Southern countrymen.

The years that followed the end of the Civil War were also difficult years. To win the war, the North had to conquer the South. Southerners felt they were living under the military control of foreigners. Northerners thought Southerners were not to be quickly trusted. Lincoln had to decide what would happen to the conquered South. The Southern states could not leave the Union. But how were they to be made part of the Union again.

Uniting the North and the South again was one of two major problems for Lincoln. The other had to do with the slaves in the South. Now that the war was over, the slaves were to be free. States like Delaware had freed their slaves during the Civil War. Other states, like Alabama, had not. Lincoln had declared them free with his Emancipation Proclamation.

There was a problem with the Emancipation Proclamation. It was legal; it was law only during the time of the war itself. After the war ended, Lincoln's special powers also ended. That meant his proclamations came to an end. States could then ignore them.

Two problems: rejoining the North and the South and how to finally finish off the slavery question. These were the two questions that had to be addressed when the Civil War ended. The period of time spent dealing with these two questions is called Reconstruction.

Horrible Problems Face Freed Slaves

Congress needed to pass and the states need to ratify the Thirteenth Amendment. The amendment ended slavery. Because it was part of the Constitution, no one could ever again raise the question of slavery. Because it was part of the Constitution, no state could claim it had the right to have slavery. The amendment was the best solution to whether slavery could continue in the United States.

It is important to remember. It was not the Civil War that ended slavery. The war made it possible to end slavery. It was not Lincoln's Emancipation Proclamation that ended slavery. The proclamation was legally meaning-

less after the war ended. It was the Thirteenth Amendment that ended slavery. This amendment changed forever the legal nature of the social structure in the United States. It also increased the powers of Congress. The last clause says Congress shall have the power to enforce this amendment.

The next issue before the American government was what should become of the emancipated slaves. Lincoln at first thought they should go back to Africa. If not Africa, then they should go to South America. Lincoln was very uncertain whites and blacks could live together in the United States.

African Americans had no desire to go back to Africa. They had been born in the U.S. As far as they were concerned, they were as American as any white born in the U.S. Resettlement was out of the question. African

Americans expected to be treated as political, social, and economic equals of American whites.

Lincoln would not be alive long after the war ended. During this time, he did little to deal with the differences in expectations between whites and blacks. Lincoln's assassination created a crisis.

First, Lincoln was dead. Lincoln was the man with the touch. He seemed to be able to get people to work together. He wanted the South back in the Union. He wanted the Union quickly repaired. He was not interested in retribution. He saw punishing the South as a way to keep it from wanting to return to the Union. Many in Washington did not share Lincoln's idea. One of those was his Vice President, Andrew Johnson.

Johnson also wanted the South back in the Union quickly. He wanted it for different reasons. He was from the South. He wanted to end the occupation of the South quickly. Johnson was a poor man from Eastern Tennessee. He became a tailor. He made his way in state politics. He was a very sensitive man, easily insulted. He came to believe that the rich plantation owners in Western Tennessee looked down on him. He was sure they made fun of him behind his back. He knew they did not want to associate with him.

Johnson saw reconstruction as payback time. He changed Lincoln's plan so it punished the rich plantation owners. They would not be allowed to vote. More important, they would not be allowed to hold office.

As a Southerner, Andrew Johnson had little concern for African Americans. They were emancipated. Johnson had no desire to assist them any further. He knew well they would be pushed off plantations and loose their hovels that passed for homes. He knew well they would be without jobs and incomes. He knew well they were often unable to read or write. He knew well they had little prospect for a job. He knew well there was no way that free African Americans could acquire land to farm. None of the economic and social life and death social problems concerned Johnson. He wanted life to return as it had been minus large plantations, rich planters, and their slaves.

Because Johnson was a Democrat, the Republicans controlling Congress did not like him. He was a Southerner, an opinionated man,

and course mouthed. These qualities made more enemies in Congress. Johnson drank too much whiskey. When he did, he bad-mouthed people. That cost him political friends. Johnson battled Congress in the 1866 election. He tried to get those he disliked defeated at the polls. That made life-long political enemies.

The Republicans in Congress thought Southern Democrat Johnson was being soft on the South. Congress decided to take control of Reconstruction. We call the Reconstruction legislated by Congress, Congressional Reconstruction. The Reconstruction plans of Lincoln and Johnson are called Presidential Reconstruction.

Congress Becomes Involved

By 1867, Congress was running reconstruction. Congress passed bills saying how reconstruction would work. President Johnson vetoed these bills. Vetoes are used to prevent a bill from becoming law. Congress then re-passed these same bills with a two-thirds majority in both the Senate and the House.

This is called a veto override. It makes the bill law in spite of the president's veto.

Time and again, Johnson vetoed reconstruction bills. Time and again, the Radical Republicans in Congress overrode his veto. The hated Johnson was still president, but the Radical Republican Congress was running

the government. Any bill the Congress passed became law, because they could always override Johnson's veto. Congress used this technique to take total control of the government. Johnson was made powerless.

In 1867 Congress passed a Civil Right Act. The act contained two provisions.

- It granted citizenship to African Americans. Remember, under the Dred Scott decision, an African American was not to be considered a citizen. The law would reverse Dred Scott. It would make African Americans citizens. As citizens they could vote, hold office, sue in the courts, and expect their testimony in court to count as much as anyone else's.

- It prohibited states enacting Black Codes. Black Codes were laws that applied

only to African Americans and were designed to

- o Keep them separate in Southern society from whites
- o Create barriers to economic success
- o Prevent their education or provide an inferior education

Southerners returning to Congress would vote against this bill. The Radical Republicans refused to allow Southern Senators or Representatives back into Congress.

In 1866, Congress overrode Johnson's veto of the Civil Rights Act and the Freedman Bureau bills. Congressional leaders went further. They drafted the Fourteenth Amendment. It was intended to ensure the provi-

sions of the Civil Rights Act were put into the Constitution. This would prevent Southerners repealing the Civil Rights Act in the future.

The Fourteenth Amendment:

- Required equal application of the laws to all in the United States
- Required due process before depriving anyone of life, liberty or property
- Defined anyone born in the United States or naturalized to citizenship as being protected by this amendment. This provision made African Americans citizens within the terms of the Constitution. It directly overturned Dred Scott.
- Gave Congress any power it needed to enforce this amendment

Congress took one more step in constitutionally trying to restructure the South and post war America. It drafted and passed the Fifteenth Amendment. This amendment was designed to ensure that citizens, especially African American citizens, could vote. Again, Congress gave itself within the amendment any power needed to enforce the amendment.

Congressional Plan in Action

In 1867, Congress passed its own Reconstruction Act. The South was divided into five military districts. A Union Army commander in each district ruled the area. This was rule by military law. State governments were forbidden. The Lincoln and the Johnson reconstruction plans were thrown out. Only Tennessee was allowed to send representatives to Congress.

In the South, a Republican Party began to emerge. It was made up of

- Poor whites who did not want the rich plantation owners to regain control of the

state and local governments. These people were contemptuously called Scalawags by Democrat Southerners

- Republicans from the North who moved to the South to acquire political offices. These people were called carpetbaggers by Democrat Southerners

- African Americans who had gained the right to vote and hold office under the Fifteenth Amendment.

Middle class and wealthy white Southerners were enraged by these amendments. They were determined to disobey them. If they could not do that openly, they would come up with schemes to get around them. Intimidation and violence were used against black citizens and black voters.

The Radical Republicans in Congress responded with a series of Enforcement Acts between 1870 and 1871. The KKK Act, gave military commanders the power to take serious action against the Ku Klux Klan. The Ku Klux Klan was behind almost all of the intimidation, murder, and focused arson aimed at African Americans. Another law gave the federal government the power to supervise ALL elections in the South to ensure fairness. The military governments had the muscle and means to see that these laws were

What Did Congress Achieve?

Congressional Reconstruction set as its goal changing the South to a place where white Southerners and African American Southerners lived together as equals. This was a massive task. Alexander H. Stephens was the Vice President of the Confederacy. Stephens gave a famous speech at the beginning of the Civil War. He set out to explain the difference between the Union and the Confederacy. The speech was called his Cornerstone Speech.

Stephens said there was one great difference. The North and its Constitution saw all people as equal. The South knew that was not

true. Blacks could never be the equals of whites. Blacks were created by God to be slaves. They could never be anything else.

The South's ideas of society and race were culturally set. These ideas were the exact opposite of what a reconstructed south was supposed to be. It was clear to many that as long as the Union Army ran the South this Congressional vision of a New South could be enforced. It was becoming equally clear to many that it would take generations to change the attitudes of white Southerners. Could the Union Army run the South for 100 years? It cost a lot of money to keep the Union Army stationed all across the South.

Some of the Radical Republicans in Congress would have liked to go further. They had different ideas. One was Thaddeus Stephens. He was a Congressman from Pennsyl-

vania. Stephens became Speaker of the House. He was a powerful man in Congress. He succeeded in having President Andrew Johnson impeached. Among the charges against Johnson was one that said he had spoken of Congress with contempt. What Johnson had done was used vulgarities in describing Congress.

Johnson went on trial in the Senate. If convicted, Johnson would be removed as President. This had never happened to a President before. Some Republican Senators were concerned about the precedent it would set. They believed only criminal act should be grounds for removing a president. They voted not guilty. Johnson just escaped being convicted.

Thaddeus Stephens would have done reconstruction differently. He wanted to hang all

the rich plantation owners as traitors. He wanted to seize their plantations. He wanted to divide up the plantation land. These lands he would give as private property to the slaves who had worked the land. He wanted to provide African Americans with financial assistance to start farming. He wanted to punish or hang any white Southerner who treated African Americans with violence, intimidation, or open disrespect.

Stephens' ideas were too radical for most members of Congress. Most whites in the North expected the slaves to stay in the South. They had no desire for African Americans to move into their states, their cities, or their communities. Those African Americans who moved North were treated badly. Northerners viewed African Americans as Southerners' former slaves. The Southerners

brought them here. The Southerners could deal with them now.

There was also the issue of private property. The North was becoming more and more industrial. Industrial society was built on the idea private property was sacred. Business orientated Northerners saw it as dangerous to start taking private property and redistributing it. Northerners could never approve taking a plantation owners' land. More appalling was giving that land free to others, especially the poor. This would set a bad example for American industriousness. Once started, where would it stop? General Sherman's promise to the emancipated slaves that followed his Army of 40 acres and an Army mule was never kept.

A number of historians have asked this serious question. Their question: Could the for-

mer slaves have had a chance at a life of economic opportunity without land redistribution? Some of these historians make a suggestion. They suggest Reconstruction was doomed to fail unless the former slaves received land. Land was wealth in the South. Those who had no land had no wealth. Without slaves receiving land, they were totally without wealth. Without wealth, they were at the mercy of those with wealth, those who owned land.

These historians point to the development of tenant farming and sharecropping in the South. Tenant farming involved renting land. The tenant farmer planted his crop with his own seed, cultivated and harvested it with his own equipment, kept his harvest, which he could sell for cash and use the cash

to pay land rent, buy more seed and more equipment.

Sharecropping was the opposite. The wealthy landowner in effect rented people to work the land. The landowner provided seed, equipment, and parceled out the land. The farmer, a poor white or an African American, planted the crops, tilled them, and harvested them. At the end of the year the sharecropper was allowed to keep a small percentage, never more than 10%, of what was grown. This small cut of the crop was the “rent” the landowner paid for the agricultural labor used to grow his large share of the crop.

Tenant farming and especially sharecropping were the post war South’s way to solve the farm labor problem. Before the war, using slaves had solved it. After the war, the debt

bondage of tenant farming and sharecropping solved it. Sharecroppers were caught in a form of “debt slavery” from which they could not escape.

Arrogant Southern planters had condemned “wage slavery” before the Civil War. They claimed it was worse than black slavery. In the post war era, these same planters were quick to use real version of wage slavery in form of sharecropping. For many planters, sharecropping was perfect. It returned society to a condition very close to what it had been before the Civil War. It also removed the expense of feeding and clothing the captive agricultural labor force. In other words, sharecropping was quite possibly cheaper than actual slavery.

What Killed Reconstruction?

Reconstruction was serious business. It involved trying to change the way of life in the United States. Neither the North or the South was very welcoming to the freed African-American ex-slaves. In the South, the hostility rapidly turned into violence against African-Americans

SHORTRIDGE

8TH GRADE UNITED STATES HISTORY

IPS

Forces That Worked Against Real Reconstruction

Lincoln's reconstruction plan focused on bringing the North and the South back together in one nation. Johnson's reconstruction plan focused on returning the South to the condition as fully functioning states quickly. That would send a large number of Democrats to the Congress. The Republicans in Congress focused on socially restructuring the South. They also wanted to create a Republican majority in the South. This would mean southern states returning to Congress might elect Republicans instead of Democrats.

Reconstruction began even before the end of the Civil War. By 1865, it was fully under way. Five years later, much had changed. In 1866, General U.S. Grant had become President U.S. Grant. By 1870, the economy of the North had changed. War spending had started the development of huge manufacturing facilities. After the war ended, massive manufacturing continued to grow. The transcontinental railroad made the entire nation the possible market place for a single factory's production.

The weakest market for selling Northern manufactured goods was the South. Southern railroads had been few. Because of the war, many of these railroads were trashed. Plantations were without labor because slaves were emancipated. If plantations did not operate, no one was making money. Without

someone making money, there was no one to whom to sell Northern manufactured goods.

Northern business interests wanted the South back up and running. Southern leaders resisted the introduction of industry into the South. They were determined to remain an agricultural region. This required a new solution that provided a steady supply of cheap agricultural labor. Until that solution was found, the South could not become a market for Northern goods.

The market demands of the North created a great deal of pressure. That pressure changed the priorities of the central issues before Congress. In 1866, the super-majority of Radical Republicans made carrying out Congressional Reconstruction its number one priority. By 1870, the Republicans control-

ling Congress were becoming more concerned with making business boom.

1871 saw a panic. This meant the economy of the North went in deep recession. Companies were going bankrupt. Workers across the North were losing their jobs. Those whose jobs were saved had wages cut by half. Massive strikes began to happen. Congress needed more than ever to pay attention to the economy. That pushed reconstruction and the protection of African Americans rights and positions in society out of the spotlight.

More than ever, the people of the North cared about what happened in manufacturing. Manufacturing was the center of their regional economy. They cared less and less what happened in the South. They were

more and more concerned with making the South a valuable market.

The White South Resists Reconstruction

Making the South into a market meant getting the South back into the Union. That was more difficult than it sounded.

White Southerners just could not believe they lost the war. They refused to accept they lost the war. Every day they defied reality. With time, they rationalized. The motto of the white South was “the South will rise again.”

To have the South rise again, Southerners needed to do several things. First, they needed to stop the trend toward mass representative government. They needed to stop poor whites and African Americans from vot-

ing. They particularly needed to prevent poor whites and African Americans from holding office.

One of the first things African Americans and poor whites had done when in office was to start public schools. These public schools were the first mass education provided in the South. Before the Civil War, education was mainly for the white merchant middle class and the wealthy planters. It was usually private education paid for by the families. Keeping the education system private was a valuable way of keeping the poor in their place. It was also the reason, many white middle class and wealthy planters claimed, that poor whites and blacks were unfit for holding public office during reconstruction.

To block these types of changes, the white elites of the Old South resorted to terror and intimidation. They created the Ku Klux Klan. Its purpose was to scare those in lower social levels of society into stay put where they were. It was also supposed to enforce the racial theories that Alexander Stephens had stated in his Cornerstone Speech. Promoting this racial theory was very important to the Klan's goals.

The Klan attacked blacks. It ignored the poor whites. Instead, it preached the idea that the poor whites could only be better off than blacks if they supported segregation. To support segregation, poor whites would have to start electing the wealthy whites to office. In turn, the wealthy whites would make certain that African Americans never lived better than poor whites.

The KKK Act went a long way to stopping the violence as long as there was an Army in occupation. However, the KKK Act did nothing to stop the spread of the segregation idea. By the end of the 1870s, most whites had returned to the traditional voting pattern. They voted the wealthiest whites in their community into office. The more of these wealthy whites returned to office the more they could rig the system to be a state and local government that supported whites at the expense of African Americans.

What was being created was a solid white Democrat South determined to recreate the region as it was before the war. It would use ways to get around the social reforms of reconstruction. Sharecropping got around a prohibition on slavery in the Thirteenth Amendment. The doctrine of "separate but

equal” was used to get around the equal protection and due process provisions of the Fourteenth Amendment. Literacy tests were used to circumvent the Fifteenth Amendment. All that was needed was to get the Union Army out of the South so the scheme could be put in place.

The Disputed Election of 1876

President Grant floated the idea of running for a third term. The Republicans in Congress told Grant to pack up and go home. Two years of Grant was enough for them.

The Republicans chose Ohio Republican politician Rutherford B. Hayes as their presidential candidate. Hayes had the necessary Union Army experience. He had massive support from the vote rich state of Ohio.

Democrats chose New York governor Samuel Tilden. That a Democrat, Tilden, could get elected in a Northern state showed his popularity. The Democrats needed a Northerner

if they were to win enough votes to elect a president.

When the election was over, a conflict arose. In a number of states in the South two sets of votes in the Electoral College were sent to Washington. The Democrat state governments sent electors pledged to Tilden. The Republican reconstruction structure sent electors pledged to Hayes. Tilden needed every single one of the disputed electoral votes to become president. Tilden only needed a couple.

Which set of votes should be counted? Who determine which set of votes should be counted? The Democrats controlled one house of Congress. The Republicans controlled the other. Congress was getting nowhere on deciding which set of votes to count. Of course, the Republicans were the

more desperate of the two parties. They needed every vote to win.

With inauguration day near the problem remained unsolved. Finally, the political bosses got together. They met in a smoke-filled room at the Willard Hotel. There they hammered out a secret deal. They would set up an independent commission. This commission would decide which votes went to which candidates.

There was more to this deal. The commission would be created in a way that the Republicans would win the presidency. In return, the new President, Hayes, would withdraw troops and end all Reconstruction. This included ending the military districts and military supervision of Southern state governments. This was an easy deal to make. The South had little love for the Northern Til-

den. They gladly sacrificed his claim to the presidency for freedom from federal interference in their state governments.

The commission was created. It had five Republicans from Congress, five Democrats from Congress and three Supreme Court Justices. One Justice was a Republican. One Justice was a Democrat. The final Justice was an independent appointed by Lincoln. He quickly resigned the Supreme Court to get off the commission. That resulted in his replacement being a Republican.

By a straight party vote, the Republicans on the commission gave all the votes to Hayes. Hayes became President. He immediately ended reconstruction. He also ended any efforts on the part of the federal government to protect the rights of African Americans.

It was the beginning of Southern whites “re-turning” to the Union. It marked the beginning of the era of Jim Crow in the South. The North and South finally began to reunite, but at the expense of every African American in the nation.



Indiana Council for the Social Studies Annual Conference 2012



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Downtown
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Registration form at end of this issue.
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**INDIANA COUNCIL FOR
THE SOCIAL STUDIES
ANNUAL CONFERENCE**

**Friday,
November 2, 2012**

***Changes and
Challenges:
Indiana and the Future for
Social Studies***

Exhibit Application/Contract Information

Crowne Plaza at Historic Union Station,
Downtown Indianapolis
123 West Louisiana Street, Indianapolis, IN
(317) 631-2221

Information for Exhibitors and Rules and Regulations Governing the
Exhibit

APPLICATION FOR SPACE: Payment in full **must** accompany this application for exhibit booth space. After space is assigned, a confirmation will be mailed along with hours of set up.

USE OF SPACE: The director of exhibits reserves the right to decline or prohibit any exhibit or part of an exhibit that is not in keeping with the character of the exposition. All aisle space is under the control of the director of exhibits and shall not be used for exhibit or demonstration purposes.

BOOTH FEES: \$175 for commercial publishers (includes one conference registrations); \$100 for not-for-profit groups (includes one conference registration).

PROGRAM FEATURES: Each commercial publisher may submit a proposal application for the conference program, but *please be aware that space is limited and not all proposals can be accepted for presentation*. The **PROGRAM PROPOSAL FORM MUST ACCOMPANY THIS APPLICATION.** The proposal form must be filled out and returned by September 1, 2012. Each exhibitor will be provided with a listing in the printed Convention program.

INSTALLATION AND DISMANTLING TIMES:
Setup after 5 p.m. on November 1, 2012
Dismantle after close of conference on November 2, 2012.

HOURS OF EXHIBIT: All exhibits are to be open for display according to the following schedule.

Friday, November 2, 2012

- Exhibits open at 7:00 a.m.
- Registration at 7:30 a.m.
- Raffle: TBA

CANCELLATION: Exhibit space that has been assigned and confirmed may be canceled without penalty prior to October 1, 2012.

SECURITY AND LIABILITY: ICSS shall not be responsible for any loss, damage, injury, or theft that may occur to the exhibitor or the exhibitor's employees or property from any cause whatsoever, prior to, during, or subsequent to the period covered by the exhibit contract.

RAFFLE: A raffle will be held in the exhibit area Friday afternoon. Each exhibitor is invited to donate an item or service for the raffle. This is not a requirement, however.

2012 ICSS FALL CONFERENCE EXHIBIT APPLICATION

You are hereby authorized to reserve space for our exhibit at the 2012 Indiana Council for the Social Studies (ICSS) Fall Conference at the Historic Union Station Crowne Plaza, Downtown Indianapolis, Indiana 123 West Louisiana Street (317) 631-2221 on November 2, 2012. In making this application, we agree to conform to the exhibit rules and regulations as stated on the Exhibit Contract Information form. It is mutually agreed that all said rules and regulations shall be interpreted by the ICSS and the parties hereto shall be bound by such interpretation.

NAME OF EXHIBITOR/ORGANIZATION _____

EXHIBITOR COORDINATOR/E-MAIL _____

ADDRESS _____

CITY, STATE, ZIP CODE _____ PHONE _____

Exhibit booth staff: (names will be listed in program under your organization) The first name listed will receive the free spot. Listed names beyond the free spot, must register for the conference, but will receive the member rate. See registration form for more information.

Name _____ e-mail _____

Name _____ e-mail _____

Name _____ e-mail _____

Advertising: Please reserve the following space in the convention program**

_____ quarter-page (5"X4") - \$30 _____ half-page (5"X8") - \$55
_____ full-page (10"X8") - \$80 _____ no advertising space

DESCRIPTION OF EXHIBIT: Please provide a description of your exhibit not to exceed 50 words in length, for publication in the convention program:

****Submit advert as PDF file to Robert Brady at socialstudiesbrady@gmail.com**

RAFFLE ITEM(S): Yes, we wish to participate in the exhibitors' raffle! Listed below are the item(s) that we will donate to the ICSS raffle. If you plan to donate, but are unsure of the item, please let us know. You can call us with the name of the item(s) later.

Raffle item(s):

BOOTH FEES/SELECTION: \$175 for commercial publishers; \$100 for not-for-profit groups.

*Booths will be assigned on a first come, first served basis. Payment in full MUST accompany form to be considered.

There are a limited number of electrical outlets; please plan accordingly. Each "booth" includes one skirted 6' table.

Our payment of \$ _____ for _____ booth(s)

Our payment of \$ _____ for advertising

TOTAL PAYMENT* TO ICSS \$ _____

***Make check payable to: "ICSS" or "INDIANA COUNCIL FOR THE SOCIAL STUDIES"**

Mail form & check to:

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Indianapolis, IN 46204

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Changes and Challenges

Indiana and the Future of the Social Studies

Friday, November 2, 2012

Crowne Plaza at Historic Union Station, Indianapolis

www.indianasocialstudies.net

Name _____

Home Street Address _____

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Primary Email _____ Primary Phone _____

Position _____ Grade(s) _____

School/Institution Name _____

School Address and City/State/Zip _____

School Email _____

Fees: Registration forms must be postmarked October 14, 2012 to preregister. All persons, including participants, presenters, co-presenters, spouses, students and facilitators attending the conference or any affiliated event are required to register.

		Advance	On-Site	Charges
Conference Registration Fees				
ICSS Member Conference Fee	(2011-12 memberships expire 11/1/12)	\$70.00	\$80.00	
Student/Retiree Conference Fee (For Student, indicate university affiliation: _____)		\$25.00	\$30.00	
Non-ICSS Member Conference Fee		\$130.00	\$140.00	
Membership Fees				
ICSS Regular Membership (new or renewal)	(2011-12 memberships expire 11/1/12)	\$40.00	\$40.00	
ICSS First Year Teacher/Student/Retiree Membership		\$20.00	\$20.00	
Lunch is included in the registration.	Vegetarian option available	\$0.00	\$0.00	
Total Conference Fees (Make Check Payable to ICSS)				\$
Special conference rates available prior to Tuesday October 1, 2012. Contact: Crowne Plaza at Historic Union Station 123 West Louisiana Street, Indianapolis, IN 46225 317-631-2221	For conference information see our website: www.indianasocialstudies.net or email: susanatdogwouldrun@gmail.com	Please mail payment and form to: Christi Jones Center for Social Studies and International Education 1900 East 10 th St., Rm. 1038 Bloomington, IN 47406-7512 812 855-3838		



Call for Presenters

2012 Indiana Council for the Social Studies

Changes and Challenges: Indiana and the Future for Social Studies

Friday, November 2, 2012
Crowne Plaza at Historic Union Station
123 West Louisiana St. Indianapolis 46225

CONFERENCE PROPOSAL GUIDELINES

PROPOSALS: The Program Committee of the Indiana Council for the Social Studies is now accepting proposals for individual sessions. Due to printing deadlines, the proposals must be email time stamped by **11:59 PM August 15, 2012**. Notification will be sent by September 8, 2012. **ALL presenters and co-presenters must fully register for the conference.**

NATURE OF INDIVIDUAL SESSIONS: A session is a demonstration, discussion, presentation or participation session. All sessions will be 45 minutes in length. All presenters are expected to provide at least one handout. **Please submit handouts** to ICSS at socialstudiesbrady@gmail.com before October 31 for posting to the ICSS conference web pages.

SELECTION CRITERIA:

1. Relationship to conference theme.
2. Objectives clearly and specifically stated.
3. Based on valid and reliable information obtained through research, practice or development.
4. Overall clarity and coherence.
5. Potential for educational improvement.
6. Hands on "practical experience."

There are a limited number of slots available for sessions. Only one proposal per person will be accepted. Proposals that focus on materials and activities that social studies teachers can use in their classroom will be given preference over other types of proposals.

RETURN COMPLETED PROPOSAL FORM BY August 15, 2012
Save proposal as a .pdf and email it as an attachment to:

susan.tomlinson@ftcsc.k12.in.us

Proposals to make presentations are welcome from all educators interested in the social studies.

2012 Indiana Council for the Social Studies

Annual Conference Presenter Proposal Form

Changes and Challenges: Indiana and the Future for Social Studies

Friday, November 2, 2012
Crowne Plaza at Historic Union Station
123 West Louisiana St. Indianapolis 46225

PROPOSAL DEADLINE: August 15, 2012

Session Title:
Presenter Name:
Cell Phone:
E-mail address:
Address:
City/State/Zip:
Title & Affiliation:

CO-PRESENTERS: List Name and Title and Affiliation of each confirmed co-presenter. All presenters and co-presenters **must pay** the appropriate registration fee.

TECHNOLOGY REQUESTS

(note that no changes or additional technology requests can be made the day of the conference)

- ☐ Wireless Internet available in one room and will be available to technology based sessions only
☐ Screens-no charge
☐ LCD projector - \$125.00 per session (no computer provided)
☐ I'm bringing my own LCD projector and computer.

**Sessions will be on Friday, November 2, 2012 only.
Email this form to: susan.tomlinson@ftcsc.k12.in.us**

INTENDED AUDIENCE: Choose only one

☐ PRIMARY ☐ UPPER ELEMENTARY ☐ MIDDLE/JR. HIGH ☐ SECONDARY
☐ COLLEGE/UNIVERSITY ☐ SUPERVISORS/ADMINISTRATORS ☐ GENERAL

STRAND:

☐ AP/IB ☐ U.S. History ☐ World History/Geography ☐ Govt./Econ. ☐ Elementary ☐ Other

Include the following to complete your application:

1. This form
2. A 150 word description of the content of your presentation.
3. A 50 word abstract for the website
4. A personal photo, if possible, for the website in .jpg
5. If possible, a 2-3 minute video to promote your presentation in .mov (Quicktime) format. <16 mb.
6. **Please submit handouts** to ICSS at socialstudiesbrady@gmail.com before October 31 for posting to the ICSS conference web pages.